



Bates Middle

715 Estate Street
Sumter, South Carolina

Grades	6-8 Middle School	
Enrollment	741 Students	
Principal	Dr. Vanessa R. Lancaster	803-775-0711
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

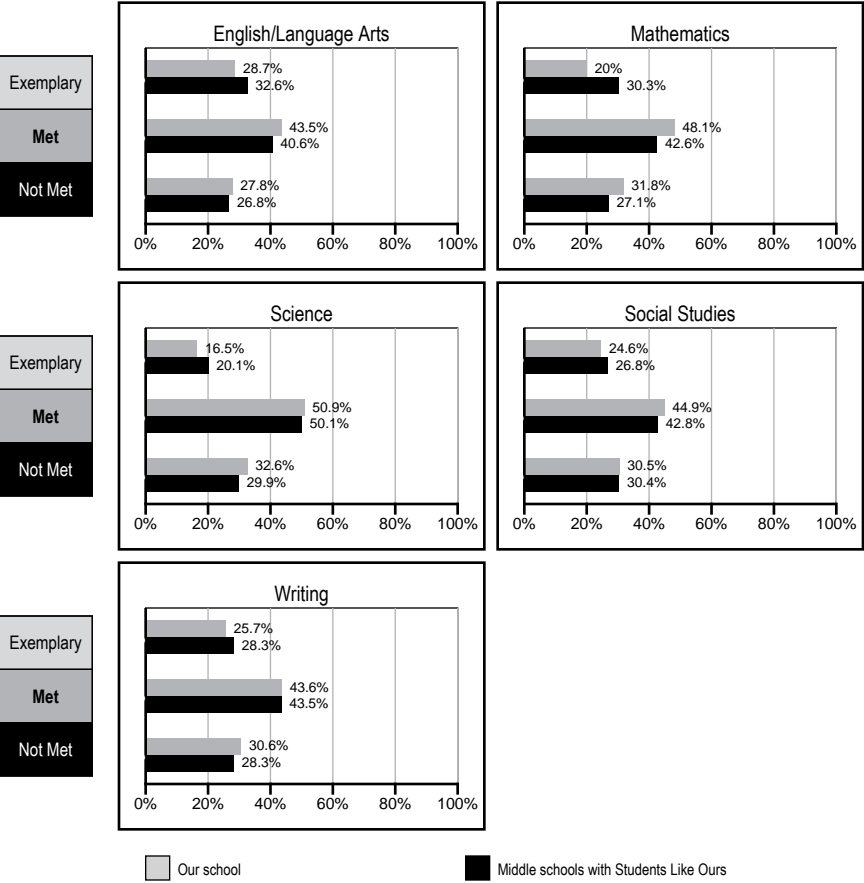
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	41	1	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.8%
English 1	93.7%	94.5%
Physical Science	N/A	77.4%
US History and the Constitution	N/A	N/A
All Subjects	96.1%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=741)				
Students enrolled in high school credit courses (grades 7 & 8)	21.6%	Up from 15.8%	22.7%	21.6%
Retention rate	1.1%	Down from 1.6%	1.1%	1.2%
Attendance rate	96.5%	Up from 96.3%	96.0%	95.9%
Eligible for gifted and talented	18.0%	Down from 19.4%	17.8%	14.8%
With disabilities other than speech	10.9%	Down from 12.9%	13.8%	12.6%
Older than usual for grade	4.7%	Down from 6.6%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 0.0%	0.8%	0.6%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	51.1%	Down from 55.8%	58.1%	56.9%
Continuing contract teachers	63.8%	Up from 61.5%	76.8%	72.7%
Teachers with emergency or provisional certificates	25.0%	Up from 21.4%	4.2%	5.3%
Teachers returning from previous year	81.2%	Down from 86.9%	85.5%	82.9%
Teacher attendance rate	95.5%	Up from 93.6%	95.3%	95.2%
Average teacher salary*	\$42,719	Up 0.6%	\$47,389	\$46,599
Professional development days/teacher	8.4 days	Down from 16.1 days	11.7 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 20.7 to 1	21.5 to 1	20.1 to 1
Prime instructional time	91.0%	Up from 87.6%	90.3%	89.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 89.7%	98.4%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$7,274	Up 10.1%	\$7,387	\$7,645
Percent of expenditures for instruction**	62.1%	Down from 62.2%	63.2%	63.4%
Percent of expenditures for teacher salaries**	56.9%	Down from 59.5%	58.6%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

At Bates Middle School, we believe that all students can learn and achieve. In addition, the administration, faculty, and staff have set high expectations for our students and have committed ourselves as well to strive for excellence in every undertaking. Best practice teaching methods are employed by our faculty as we focus on academic excellence, challenging students to learn at higher levels, while we prepare them to become contributing members of a global society.

A quality education for every student at Bates Middle School is our primary goal. In order to realize our goal, we must address the needs of the whole child by focusing on social development as well as academics. Our BMS school family works together to provide an educational environment that is safe, secure, and conducive for learning. Effective communication between home and school is given special emphasis as we encourage all stakeholders to play an integral part in the learning process. We believe that together we can achieve great things!

Dr. Vanessa R. Lancaster, Principal
Mr. Gary Bettinger, School Improvement Council President

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	29	222	87
Percent satisfied with learning environment	75.9%	60.4%	83.3%
Percent satisfied with social and physical environment	89.7%	71.5%	77.6%
Percent satisfied with school-home relations	79.3%	78.5%	79.1%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.5%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	731	99.9	28.8	43.2	28.1	80.4	84.2	82.8	Yes	Yes
Gender										
Male	367	99.7	34.5	41.4	24.1	76.7	80.9	79.3	N/A	N/A
Female	364	100	23.1	45	32	84.1	87.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	245	100	20.3	42.2	37.5	89.2	93.9	89.5	Yes	Yes
African American	455	99.8	33.6	44.7	21.7	76	80.1	73.7	Yes	Yes
Asian/Pacific Islander	12	100	8.3	33.3	58.3	91.7	96.8	92.3	I/S	I/S
Hispanic	19	100	35.3	23.5	41.2	64.7	73.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	79	100	73	18.9	8.1	35.1	59.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	387	100	37	45.7	17.3	73.8	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	731	99.9	32.2	48.2	19.6	77	77.3	78.9	Yes	Yes
Gender										
Male	367	99.7	33.6	46.3	20.1	74.4	75.2	77	N/A	N/A
Female	364	100	30.8	50.1	19	79.5	79.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	245	100	18.1	49.1	32.8	88.4	91.3	87.2	Yes	Yes
African American	455	99.8	39.9	48.2	12	71	70.9	66.7	Yes	Yes
Asian/Pacific Islander	12	100	8.3	41.7	50	100	96.8	93	I/S	I/S
Hispanic	19	100	47.1	41.2	11.8	58.8	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	79	100	75.7	17.6	6.8	36.5	46.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	387	100	40.7	47.4	12	69.4	71	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	492	100	32.7	50.3	17	67.3	67.4	67.5
Gender								
Male	247	100	32.9	46	21.1	67.1	68.3	67
Female	245	100	32.5	54.7	12.8	67.5	66.5	68
Racial/Ethnic Group								
White	151	100	20.1	52.1	27.8	79.9	86.8	79.5
African American	320	100	39.4	50.5	10.1	60.6	58.2	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	12	100	27.3	27.3	45.5	72.7	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	52	100	77.6	16.3	6.1	22.4	34.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.2	59.6
Socio-Economic Status								
Subsided meals	265	100	43.3	45.7	10.9	56.7	58.8	55.1

Social Studies								
All Students	490	99.6	30	45.1	24.9	70	73.4	72.3
Gender								
Male	247	99.2	30	41.2	28.8	70	73.7	71.5
Female	243	100	30	48.9	21	70	73.2	73.2
Racial/Ethnic Group								
White	169	100	17.5	46.9	35.6	82.5	86.3	80.7
African American	297	99.3	37.1	45.2	17.7	62.9	67.3	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.5	88.5
Hispanic	14	100	30.8	46.2	23.1	69.2	75.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	52	98.1	69.4	22.4	8.2	30.6	45.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.7	67.9
Socio-Economic Status								
Subsided meals	265	99.3	40.8	42.9	16.3	59.2	66.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	730	98.8	30.4	43.8	25.8	69.6	66.6	70.2	96.5	95.9
Gender										
Male	368	98.6	37.9	41.3	20.8	62.1	59.4	63.2	96.5	95.7
Female	362	98.9	23	46.2	30.8	77	74.2	77.5	96.5	96.2
Racial/Ethnic Group										
White	245	100	18	47.6	34.3	82	84.2	79.1	95.8	95.8
African American	455	98	37.4	43	19.6	62.6	58.5	57.6	96.9	96
Asian/Pacific Islander	12	100	16.7	33.3	50	83.3	88.2	86.2	96.7	97.3
Hispanic	18	100	35.3	17.6	47.1	64.7	63.4	62.6	94.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.7
Disability Status										
Disabled	79	92.4	87	10.1	2.9	13	19.5	26.1	96.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	56.9	61.2	92.3	96.1
Socio-Economic Status										
Subsidized meals	386	98.5	40.6	41.1	18.3	59.4	57.6	58.9	96.3	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	229	100	20.6	47.7	31.8	79.4
	7	251	100	34.2	39.5	26.3	65.8
	8	251	99.6	30.7	42.9	26.5	69.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	229	100	22	53.3	24.8	78
	7	251	100	35.8	44.4	19.8	64.2
	8	251	99.6	37.8	47.5	14.7	62.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	114	100	28	56.1	15.9	72
	7	251	100	26.7	53.5	19.8	73.3
	8	127	100	48.8	38.8	12.4	51.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	116	98.3	20.8	55.7	23.6	79.2
	7	251	100	41.2	35.8	23	58.8
	8	123	100	15.4	54.7	29.9	84.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	228	98.7	25	48.1	26.9	75
	7	252	98	31.7	40.4	27.9	68.3
	8	250	99.6	34	43.3	22.7	66

Abbreviations for Missing Data

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